

MIND

Multiple Intelligence Note-taking Design

There are many effective note taking strategies that provide opportunities for students to interact with essential content. The MIND strategy is grounded in the *Classroom Instruction That Works* research, as well as, Howard Gardner's *Multiple Intelligences* research on what works best for all types of students, at all grade levels, and in all content areas.

Purpose:

The goal of the notebook is to provide multiple opportunities for students, using multiple formats, to synthesize and make meaning of essential knowledge contained in teacher-created notes.

Guidelines:

1. Creating an organized notebook is critical to making the document a reference guide for students.
 - a. Table of Contents – identifies the topics, page numbers, and dates of topics.
 - b. Notes – provides teacher-generated essential notes in narrative form and opportunities for students to process the presented content in a variety of formats, for example: using graphic organizers, mnemonics, pictures, or poems.
 - c. Sample assessments – allows students and their teacher to apply the content and skills presented in the note-taking. In SOL tested courses/grades, released SOL test items should be included.
 - d. Glossary – presents a compilation of nonnegotiable vocabulary that represent the key to understanding the content.
2. Introducing a new unit should begin with questions, cues, and advance organizers to assist students recall prior knowledge of the content and all teachers to adjust lesson plans to meet students' level of understanding.
3. Using a class developed rubric to identify strategies that good note taking use will assist student focus quickly on the 'right stuff'.
4. Requiring regular summarizing in written form is crucial to developing lifelong learning skills for all students.
5. Providing multiple opportunities for students to collaborate with a variety of classmates allows for students to think about their thinking. This process benefits all students.